

Textbook Alignment to the Utah Core – 11th Grade Language Arts

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____

Name of Company and Individual Conducting Alignment: Jill Johnson

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 11th Gr. Language Arts Core Curriculum

Title: Writer’s Choice: Grammar and Composition Grade 11 © 2009 ISBN#: 0-07-888777-1

Publisher: Glencoe/McGraw-Hill Publishing Company

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____ %

STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Percentage of coverage in the *student and teacher edition* for Standard I: 100 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____ %

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
a.	Analyze the meaning of words using knowledge of roots (see chart, Appendix A).	Student Edition: 792-793 <i>Exercise 2</i> 796 Teacher Wraparound Edition: CG 793; CL 795; EE 793; LWR 94; RWC 796		
b.	Evaluate how words from various cultural origins impact text (e.g., Latin- and Greek-based words, street slang, dialects, ethnic terms).	Student Edition: 759-760, 762-763, 765-766, 768-769, 771-772, 789 <i>Exercise 1</i> 760 <i>Exercise 3</i> 766 <i>Exercise 5</i> 772 <i>Wordworks</i> 761, 773 Teacher Wraparound Edition: C 760, 766, 772; CC 764, 769, 773; DCC 765; DLA 765; EL 760		
c.	Determine word meaning through contextual inference. (e.g., combine prior knowledge and text clues to define “trucks” used in an article on skateboarding and an article on transportation).	Student Edition: 789-791 <i>Exercise 1</i> 791 Teacher Wraparound Edition: C 791; CT 791; DLA 789; EE 790; MA 789; RO 790; S 790		

d.	Distinguish between commonly confused words (i.e., allusion /illusion; complement/compliment; imply/infer).	Student Edition: 673-687, 688-690, 803 <i>Exercise 1</i> 674 <i>Exercise 2</i> 676 <i>Exercise 3</i> 679 <i>Exercise 4</i> 681 <i>Exercise 5-6</i> 683 <i>Exercise 7-8</i> 684 <i>Exercise 9-10</i> 685 <i>Exercise 11-12</i> 686 <i>Exercise 13-14</i> 687 <i>Review: Exercise 1-2</i> 689 <i>Review: Exercise 3</i> 690 <i>Writing Application</i> 691 Teacher Wraparound Edition: C 687, 803; CrC 675; CT 688; DLA 673; EE 676; ELL 674, 675, 677, 680, 681; GT 680, 683; LS 675; MA 673; TMSD 677; TT 674, 677, 681, 682; TTW 691; VL 676, 678		
Objective 1.2: (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., commentary, interviews, primary documents, speeches, essays).				
a.	Analyze the purpose of external text features and structures in a variety of printed texts (e.g., books, newspapers, magazines).	Student Edition: 780, 784-787 Teacher Wraparound Edition: C 785; EG 781; MA 4; UDE 784; ULR 216		

b.	Evaluate the effectiveness of multiple internal text structures in a single text.	Student Edition: 76-77, 923 <i>Learning from the Writer</i> 117 <i>Talk About Reading</i> 206 #3 Teacher Wraparound Edition: 6+1TW 199, 200, 202; C 81; EDE 883; PD 80; UM 353		
c.	Synthesize information from a variety of sources.	Student Edition: 326-328, 924 Teacher Wraparound Edition: TN 327; UPI 777		
d.	Analyze multiple texts on the same topic for conflicting information.	Student Edition: 326, 925 Teacher Wraparound Edition: ST 326		
Objective 1.3: (Comprehension of Literary Text): Comprehend literature by analyzing the use of literary elements across genres and cultures.				
a.	Compare plot structures in works of literature (e.g., plot within a plot, multiple points of view, stream of consciousness).	Plot analysis is addressed on the following pages: Student Edition: 98, 187-188, 191 Teacher Wraparound Edition: JWT 245; MA 244; VT 188		

b.	Explore universal character traits across cultures in literature.	<p><i>Literature Models</i> on the following pages emphasize characterization and provide opportunities to explore characters from a variety of cultures:</p> <p>Student Edition: 40-43, 104-108, 140, 142, 172, 174, 175-176, 178, 180, 182, 184, 198-205</p> <p>Teacher Wraparound Edition: C 143; CC 44, 163, 205; PD 142</p>		
c.	Compare recurring and universal themes in literary works.	<p>The following pages address identifying and analyzing themes in narrative writing:</p> <p>Student Edition: 186-188</p> <p><i>Writing Activities</i> 189</p> <p>Teacher Wraparound Edition: 6+1TW 107; C 189</p>		

d.	Analyze how culture—the shared beliefs, values, and behaviors of a particular society at a particular time and place—is an element of setting.	Excerpts on the following pages demonstrate the relationship between culture and setting: Student Edition: <i>Literature Model</i> 40-43, 104-108 <i>Writing in the Real World</i> 168 Teacher Wraparound Edition: AA 104; CC 169; O 40		
e.	Analyze the use of irony, tone, and/or mood.	Student Edition: 136-138, 148-150 <i>Analyzing the Media Connection</i> 51 #2, 127 #1 <i>TIME: Facing the Blank Page</i> 118 Teacher Wraparound Edition: C 139; CT 160; DQ 122; EM 137; IT 118; LE 157; UM 137, 138, 149, 191		
f.	Identify the speaker in a poetic text.	Responding to poetry is addressed on the following pages: Student Edition: 32-34, 190-192, 248-250 <i>Journal Writing</i> 249 <i>Writing Activities</i> 35, 193 Teacher Wraparound Edition: C 193		

STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: (Writing to Learn): Analyze and synthesize ideas and information to refine thinking through writing.				
a.	Form conclusions and recommend action.	Student Edition: 79, 232-234, 242, 282-286, 337 <i>Journal Writing</i> 79 <i>Writing Activities</i> 81, 235, 287 Teacher Wraparound Edition: R 309; TN 327; UM 234		
b.	Integrate facts, events, or ideas to create new ideas.	Student Edition: 57-58, 308, 328 <i>TIME: Facing the Blank Page</i> 114 <i>Write About Reading</i> 262, 320 <i>Writing Activities</i> 59, 287 Teacher Wraparound Edition: DINW 195; DIPW 307; TN 327		
c.	Consolidate and synthesize connections between texts, between texts and self, and between texts and different world connections.	Student Edition: 233, 241, 308, 328 <i>Talk About Reading</i> 109 <i>Write About Reading</i> 109, 262 <i>Writing Activities</i> 235, 287 Teacher Wraparound Edition: CC 108; TN 327		

Objective 2.2: (Extended Writing):Write to analyze literary text and explain informational text. (Emphasize expository writing. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)				
a.	Select an organizational pattern that suits the topic.	Student Edition: 76-80, 129-130, 229, 330-332, 921 <i>Journal Writing</i> 77 <i>Writing Activities</i> 81, 217, 333 Teacher Wraparound Edition: COM 229; IC 77; JWT 77; OD 331; TMSD 79; UM 130; UO 129		
b.	Provide detailed evidence and examples to substantiate arguments.	Student Edition: 68-70, 72-74, 187-188, 270, 278-279, 918, 921 <i>Writing Activities</i> 71, 75, 189, 217 Teacher Wraparound Edition: C 75, 189; CEC 279; GTS 73		
c.	Support arguments with logic and text references.	Student Edition: 73, 188, 279, 918 Teacher Wraparound Edition: C 189, CEC 279; GTS 73		

Objective 2.3: (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
a.	<p>Evaluate and revise for:</p> <ul style="list-style-type: none"> • Sufficiently developed key ideas and specific details that directly support and advance the thesis statement. • Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions). • Correct use of active and passive voice. • Consistent, appropriate voice. • Words intentionally and skillfully used. • Rhythm created through sentence construction (i.e., parallel sentence structure). 	<p>Student Edition: 134, 216, 344-347, 915-916, 917-919, 921-922 <i>Revising Tip</i> 216, 230 <i>Writing Activities</i> 347 <i>Writing Process in Action</i> 38, 102, 154, 196, 254, 308 Teacher Wraparound Edition: EE 25; ELL 134; R 38, 102, 154, 254, 308; UC 345; UM 134</p>		
b.	<p>Edit for:</p> <ul style="list-style-type: none"> • Spelling. • Commas with introductory phrases and clauses. • Correct use of relative pronouns. • Capitalization of the first word in a sentence enclosed in parentheses (e.g., “She grinned again. (That grin!)”). • Agreement of pronouns and antecedents. 	<p>Student Edition: 90-92, 348, 922 <i>Proofreading Tip</i> 103, 155, 197 <i>Writing Activities</i> 95, 349 <i>Writing Process in Action</i> 39, 103, 155, 197, 255, 309 Teacher Wraparound Edition: C 393, 395, 396, 407; E 345; EG 92; LPR 92; PG 349; SP 349</p>		

STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: (Processes of Inquiry): Use the process of inquiry to draw conclusions.				
a.	Formulate questions that direct inquiry.	Student Edition: 60-62, 215, 233, 325 <i>Journal Writing</i> 61 <i>Writing Activities</i> 63, 329 Teacher Wraparound Edition: C 63; DIEW 253; DQ 61; TN 327		
b.	Analyze information to determine relevance to essential question.	Student Edition: 74, 276, 278-279, 326, 327 <i>Writing Activities</i> 75 Teacher Wraparound Edition: CU 74; LPR 74		
c.	Evaluate the accuracy and relevance of information that reflects multiple points of view.	Student Edition: 276, 278-279, 326 <i>Exercise 5</i> 881 <i>Journal Writing</i> 279 <i>Writing Activities</i> 281 Teacher Wraparound Edition: E 347; E3EC 879; E5EC 881; ELL 280; ST 326		

d.	Evaluate, use, and cite primary and secondary sources.	Student Edition: 325-329, 338-343, 779-781, 924-929 <i>Prewriting Tip</i> 339 <i>Writing Activities</i> 329, 343 Teacher Wraparound Edition: CS 339; DCS 340; E 343; ELL 326, 327, 340, 342, 779; FWC 341, TN 327; UM 328, 342		
Objective 3.2: (Written Communication of Inquiry): Write to evaluate information and to make recommendations.				
a.	Select an appropriate format to evaluate and report research results.	Student Edition: 330-333, 345, 920-921 <i>Drafting Tip</i> 331 <i>Writing Activities</i> 333, 347 Teacher Wraparound Edition: C 333; MA 330; OD 331; R 347		
b.	Gather, evaluate, and organize evidence to support a position.	Student Edition: 278-280, 325-329, 924-925 <i>Writing Activities</i> 329, 347 Teacher Wraparound Edition: ST 326; TN 327		
c.	Support evaluations and recommendations using paraphrase, summary, and/or quotations.	Student Edition: 327-329 <i>Writing Across the Curriculum</i> 357 <i>Writing Activities</i> 329 Teacher Wraparound Edition: UM 328		

d.	Use informal and formal citations, where appropriate, to support inquiry.	Student Edition: 326-327, 338-343, 356, 925-929 <i>Writing Activities</i> 343 Teacher Wraparound Edition: CAC 341; CS 339; DB 327; DCS 340; DS 340; ED 341; ELL 340, 342; FWC 341; UM 342		
Objective 3.3: (Oral Communication of Inquiry):Make informative and persuasive presentations using visual aids/technology.				
a.	Determine the purpose for informative and persuasive presentations.	Student Edition: 295, 306, 853 <i>Exercise 4</i> 854 <i>Writing Activities</i> 31, 235, 273, 281, 297 Teacher Wraparound Edition: C235; PS 853; UM 295		
b.	Identify questions to be addressed in refutations.	Student Edition: 271, 280, 308, 854 <i>Writing Activities</i> 281 Teacher Wraparound Edition: PS 296; SOV 271		
c.	Refute counter-arguments.	Student Edition: 280, 854 <i>Writing Activities</i> 281 Teacher Wraparound Edition: C 281		